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ABSTRACT

In the 1976-77 school year, the Title IV Program included 11 components: continuation of the Parent Advisory Committee; sponsorship of 4 community/school feasts centered around Title IV concerns; employment of classroom aides; development of cultural instructional objectives and materials; elementary school counselor to help meet the most serious problems identified as "students' lack of interest", "attendance", and "use of drugs and alcohol"; provision of inservice training; provision of a "transitional English" program for the high school; expansion of the high school's home agriculture program; a community recreation program; instructional materials and media center and services; and administration of the Title IV Program. Program evaluation was conducted using questionnaires, checklists, on-site observations, individual interviews and informal conversations held with the school staff, and with members of the parent committee and the School Board. In general it was concluded that the Title IV Program had been effectively and conscientiously administered during the year, and that several program components had really captured the essence of meeting the special educational needs of the Northern Cheyenne people. Program weaknesses included a tendency toward proliferation of components; the recreation program's weaknesses with staffing continuity, specification of objectives, recordkeeping, and facilities; and the lack of understanding of the importance of sequenced, well-formed objectives in a good education program. (NQ)

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Evaluation Report of the Busby School Title IV Program

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I. INTRODUCTION

Learning Research Associates of Albuquerque, New Mexico was contracted to conduct the evaluation of the Title IV Program at Busby School, Busby, Montana for school year 1976-77. The following report presents the findings of that evaluation, which was conducted on May 12 and 13 on site by Dr. Paul R. Streiff. Dr. Streiff has participated in the annual contract total school evaluation in previous years.

The report is presented in five parts. Part I is the Introduction, which includes a brief background statement on Busby School and another on the Title IV Program, funded under the Indian Education Act; Part II explains the method and procedures employed in the evaluation; Part III presents our findings, and includes the instruments from which the summary information was derived. Part IV presents our conclusions and recommendations, and Part V offers some additional observations.

Background

Busby School was first established almost seventy-five years ago as a federally operated school, enrolling Northern Cheyenne day students as well as boarding students from other Montana and Wyoming tribes. The Bureau of Indian Affairs continued to operate the combination day school and boarding school through the 1971-72 school year although the Northern Cheyenne Tribe had begun negotiations for contracting the school's operation in 1970.

The Busby School Board, authorized by the Northern Cheyenne Tribal Council to undertake the operation of the school, experienced its first year of community control in school year 1972-73. The school is completing its fifth year of operation under contract with the Bureau of Indian Affairs.

Busby School continues to operate a kindergarten through twelfth grade program, and also continues to enroll Indian boarding students, who live in the two dormitories on campus. A majority of the boarding students are now Northern Cheyenne, whereas most were from other Montana and Wyoming tribes in the past. Total school enrollment is approximately 350, two-thirds in the elementary school and one-third in the high school.

The Busby School Board and school administration have together sought determinedly to accomplish objectives in two major areas, the school and the community.

The rationale developed by the School Board and administration is based on several implicit assumptions:

1. Academic goals for Northern Cheyenne children must be determined by the Northern Cheyenne people.

2. The academic success of Northern Cheyenne children will be directly proportional to the amount of emphasis placed upon education by parents.

3. The operational success (management) of Busby School as a community controlled school will depend on a high level of informed community involvement in planning and advisory roles, and active and objective participation at the policy level; that is, on the school board.

In order for these three assumptions to be translated into hypotheses and tested, the school has sought and obtained supplemental funding from a number of sources, including Title I of the Elementary and Secondary Education Act (ESEA), and Title IV of Public Law 343, called the Indian Education Act, administered through the U. S. Office of Education.

The Title IV Program at Busby School has now been in operation for four years. Several basic themes established in Fiscal Year 1974 have continued to govern the overall direction of the Title IV program, while specific components have changed or been modified within those theme areas. Specifically, Title IV support has been utilized in a broad sense to increase community interest, involvement in and contribution to the education process in the school, and to develop the school's capability to provide individualized learning experiences for its students at all levels.

In school year 1976-77, the Title IV Program included the following eleven components:

1. Continuation of the Parent Advisory Committee.

2. Sponsorship of four community/school feasts centered around Title IV concerns.

3. Employment of classroom aides.

4. Development of cultural instructional objectives and materials.

5. Elementary school counselor to help meet several most serious problems identified by students, community, and staff as "students' lack of interest," "attendance," and "use of drugs and alcohol."

6. Provide in-service training.

7. Provide a "transitional English" program for the high school.

8. Expansion of the home agriculture program in the high school.

9. A community recreation program.

10. Instructional materials and media center and services, including employment of a media aide.

11. Administration of the Title IV Program, including:

    a. Training of a curriculum coordinator intern.

    b. Employment of a project secretary.

Evaluation Rationale

Learning Research Associates (LRA) uses an evaluation approach adapted from a model developed by the Center for the Study of Evaluation at the Graduate School of Education of the University of California at Los Angeles (UCLA). Evaluation is viewed as the process of:

1. Identifying decision-makers.

2. Ascertaining decision areas of concern.

3. Selecting appropriate information categories and data sources.

4. Collecting and analyzing selected information-

- in order to -

5. Report summary data (e.g., findings and recommendations) useful to decision-makers

in

6. Selecting among alternative courses of action.

In other words, the purpose for conducting an evaluation is to assist decision-makers in their efforts to systematically improve their programs to the increased benefit of learners.

II. METHOD AND PROCEDURES

In view of the fact that previous evaluations of the Title IV Program at Busby School have included assessment of grant compliance and management effectiveness, LRA has also examined these aspects of the program in addition to its evaluation of program content and operation.

Questionnaires and checklists were developed and/or adapted for the purpose of gathering information in identified decision areas of concern. In addition, meetings, individual interviews and informal conversations were held with all school staff involved in implementation of the Title IV Program components, and with members of the parent committee and the School Board.

A program compliance checklist was used to review this aspect of the Title IV operation. A copy of this instrument, which reflects Title IV rules and regulations, is attached to this report. The checklist reflects the specific program requirements, verifications of compliance, and the source of verification.

Assessment of management effectiveness was undertaken via a management audit form adapted for that purpose. Various aspects of management are reflected, including administrative organization and functions and management of the several program components.

Evaluation of Program Content and Operation

Two instruments were used in this part of the evaluation. The first was a Title IV Program opinionnaire which sought to elicit the views of staff participants, and parents, among others, on the value and effectiveness of the Title IV Program components.

The second instrument, designated as a program audit, was used by the evaluator to record his impressions of the extent to which the various components of the Title IV Program appear to be meeting their goals and objectives as verified by available data.

Program survey (opinionnaire) summary data are attached, including summary of written comments.

Program audit forms have been completed for the eleven components listed above. Each of the components is treated as an "objective" of the total Title IV Program in the sense that the program proposal specified their establishment as "objectives." In most instances performance objectives were not included in the project proposal but were assumed to be part of the work to be accomplished by the component itself.

On-Site Activities

On-site activities began the first day, May 12, with a brief meeting between the evaluator and the Superintendent of Busby School, after which the evaluator met with the Title IV project director and the curriculum coordinator intern to plan the evaluation activity.

This meeting, which served as a general orientation to the project, included a brief tour of the school and introduction to Title IV project personnel and activities. The evaluator was invited to attend a regular meeting of classroom aides in the office of the elementary school principal, after which he met with the Title IV aides who were asked to complete program opinionnaires.

On the basis of aide responses, the opinionnaire was revised for use with local people attending a Title IV community feast the evening of the first day on-site. Parents, staff, and others responded by completing the opinionnaire. The meeting also included the election of a new Title IV parent committee for FY 1978.

Interviews and visits to program components continued during the second day on-site. Survey data tabulation was completed and the compliance and management review instruments were completed with the assistance of the project director intern.

Everyone at Busby School with whom the evaluator had contact while on-site was helpful and cordial as has been the case in the past.

III. FINDINGS

A. Introduction: Strengths, Weaknesses, Comments.

The findings of the evaluator are presented on the instruments used during the site visit for data gathering. The completed compliance checklist and management audit forms are followed by individual program audit forms for each Title IV component.

In addition to the three forms mentioned above, the evaluator, with the help of the Title IV administrators, prepared a program opinionnaire which was administered as people arrived to attend the scheduled Title IV community feast and parent committee election.

Opinionnaires were completed by 52 adults, including 32 parents and community residents, 11 staff members of Busby School, 9 members of the Parent Advisory Committee, and 1 School Board member.

Ninety four percent of those responding indicated agreement with the statement, "This program is very valuable to the community".

Sixty nine percent agreed that "This program is operating very well."

Eighty nine percent agreed that "The staff of the Title IV Program do a very good job."

A fourth item proved to be ambiguous, stating, "There are some problems, but they are mainly with the students, not the program". We might interpret the 39% agreeing as indicating agreement with either or both parts of the statement, and the 50% disagreeing (11% did not respond) as disagreeing with either or both parts of the statement. We can examine the written responses for some clearer insight into views of possible strengths and weaknesses.

Strengths

Of the 26 entries, three were general comments not specifications of strength. The following items were mentioned as strengths:

N = 23	No.	%
1. Individualized Instruction; Project PLAN*	5	22%
2. The Cultural Program	5	22%
3. The Administration and staff ov Title IV	4	17%
4. The Parent Committee	4	17%
5 Provides jobs	3	13%
6. Community participation (parent involvement)	2	9%
	23	100%

Weaknesses

An interesting response in the 1976 evaluation of Title IV revealed that the computer managed individualized program PLAN* was cited as both the greatest strength and the greatest weakness. The 1977 comments on program weaknesses do not mention PLAN*, although it shares the number one position for program strength.

The following elements were mentioned as weaknesses. Of 20 comments, four were of a general nature.

	No. of Times Mentioned
1. Lack of community interest and participation/parental involvement	8
2. The Culture Program:	
a. Should work with entire class at a specified time.	
b. Needs more development.	
c. Should include Cheyenne culture of today.	
d. Should not try to indoctrinate students.	4
3. The Recreation Component: Recreation room never open. Need more directed activities.	4

It may be noted that the cultural component was among the most frequently cited for both strengths and weaknesses, which is possibly an indication of the position of importance it holds in the total program.

Recommendations (Each cited only once)

1. Remedial reading program instead of transitional English.
2. A new gym and more activities for all ages.
3. Cultural component
   a. Teach the Northern Cheyenne culture, not just singing and Pow-Wows.
   b. Emphasize Indian culture relevant for today.
   c. Teach about all religions.

PART A (non-LEA), B, C

Project Name : Northern Cheyenne Learning Program

Location : Busby, Montana

Reviewed by : Paul R. Streiff, Ed. D., Learning Research Assoc.

Date Reviewed: May 12-13, 1977

The following checklist is to determine compliances of the project with the Title IV legislation, Rules and Regulations, policies and Special Conditions that have been determined for the grant. Verification is made by review of Grant Award Documents, reports, and all correspondence between the Grantee and the U.S. Office of Education.

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	VERIFICATION SOURCE
1. The grantee is an: (a) ___LEA (b) X non Lea (c) ___Tribal Org. (d) ___ Indian controlled org. (187.11)	X		Articles of Incorporation (Tribal Resolution # 115/71)
2. Grantee has records of project activities as specified in grant application. (187.1)	X		Mid Year program review; quarterly reports; comprehensive program activities notebook
3. Activities are meeting the special educational needs of Indian students and grantee has established methods of administration both fiscally and educationally. (187.1)	X		Program review
4. Plan exists for including Indian children in private, non profit schools in project activities.	N/A		
5. Grantee has established procedures for measuring educational achievement. (187.15)	X		Built into PLAN*; measurement procedures needed in several other components.
6. Funds are supplemental and do not supplant basic program. (187.15)	X		Program review. Title IV adds staff, materials, and supplemental components to basic program.

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	VERIFICATION SOURCE
7. Grantee utilizes the talents and resources of the community for increasing the educational opportunities of the students. (187.11)	X		Project records: cultural component
8. Grantee provided the opportunity for community input in planning the project. (187.11)	X		Excellent needs assessments: 1975 1977
9. Public hearings were conducted to determine adequacy of the program and the manner in which the project would be carried out. (LEAS)	X		Project Records: Evaluator attended latest meeting 5-12-77
10. Present committee was nominated and selected by procedures appropriate to the Indian community. (187.11)	X		Project records; election notices, etc.
a. Geographical req. met; b. previous membership req. on board or committee met; c. experience w/target school req. met; d. prior school or community experience req. met; e. willingness to serve req. met; f. committee representative of the Indian children being served.			
11. Grantee has a repository of documentation concerning parent committee functions. (187.12)	X		Excellent!
12. Documentation exists for disseminating bilingual proceedings where necessary. (187.12)	X		Cheyenne speakers on staff; Cheyenne speakers helped conduct needs assessment.

COMPLIANCE REQUIREMENT	VERIFIED YES	VERIFIED NO	VERIFICATION SOURCE
13. Committee was involved in needs assessment and priority determination. (187.11)	X		Project Records. Needs assessment report.
14. Procedures exist for ongoing assessment of needs.	?		Program Review.
15. The grantee is retaining receipts and expenditure records related to the grant.	X		Review of project records.
16. Fiscal and Program Reports are available and used by Project Director for planning purposes.	X		Quarterly reports: accumulated project records
17. Committee has access to budget reports and analyses to determine that grant funds are supplemental.	X		Project documents available to CAC in director's office.
18. Activities can be monitored, reviewed, analyzed and evaluated and disseminated to committee for review and approval.	X		Evaluator attended CAC meeting during evaluation.
19. An in-service training plan has been developed and is being followed by the grantee. (187.16)	X		True for project PLAN. In-service plan needed for other components.
20. Indian preference plans have been developed for employment and subcontracting. (187.4)	X		Local intern in training for directorship: Board policy.
21. A plan exists for coordinating activities with complementary programs (Part A, ESEA, Voc. Ed.) (187.15)	X		Discussion with Federal Programs Coordinator
22. Provisions have been made for program evaluation. (187.16)	X		Learning Research Associates contracted to evaluate. Also annual evaluation of school under contract with BIA.
23. Special conditions for the grant are being met. (list)	X		Project Records.

Learning Research Associates
Title IV Management Audit

Program Busby Interviewer P. Streiff

Respondent Title Project Director Intern Date 5-12-77

1) ORG CHART Ex X Sat__ Uns__ Comprehensive staff and line relationships for the entire school.	2) JOB DESCRIP Ex X Sat__ Uns__ Well done.
3) RESPONSIBILITY Ex X Sat__ Uns__ As per org. chart and job descriptions.	4) TRAINING Ex__ Sat X Uns__ Some positions and components would benefit from more specifically designed training.
5) DOCUMENTATION Ex X Sat__ Uns__ Very comprehensive.	6) PLANNING Ex X Sat__ Uns__ Excellent Needs Assessments, 1975 and 1977. Program decisions actually based on studies.
7) ENROLLMENT Ex__ Sat__ Uns X Enrollment and attendance data not available for several program components (e.g., community recreation.)	8) ACHIEVEMENT Ex__ Sat X Uns__ Daily recording of objectives attained is on-going in PLAN*. Some component each specified objectives and performance criteria.
9) FISCAL REPORTS Ex X Sat__ Uns__	10) EXPENDITURES Ex X Sat__ Uns__
11) I.A.C. Ex X Sat__ Uns__ The Advisory Committee is very active and dynamic	12) NEEDS ASSESS Ex X Sat__ Uns__ Explained in Compliance Review. Excellent studies completed in 1975 and 1977.
13) STAFFING Ex__ Sat X Uns__ Treated more completely in narrative. Differs with components	14) FACILITIES Ex__ Sat X Uns__ The facilities are adequate for most program components.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Employment of Classroom Aides

Objective: Greater School Board Control:

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat___ NI X___ Uns ___

2. Is this objective well-formed? Yes.

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat ___ NI X___ Uns ___
High turnover during the year.

5. List performance data available (e.g., achievement)
There has been considerable turnover in the aide staff during the year. Problems of responsibility (regular attendance, etc.) have been reported annual evaluation.

6. List enrollment and completion data if available.
Aides formerly employed under the Follow Through Program, administered by Kansas University, have now been employed under Title IV. Interviews and questionnaires revelaed that the aides are not aware of any differences in their work situation other than being paid from a different source. Additional training or supervisory attention may be indicated.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Community Advisory Committee; Community Feasts

Objective: Toward increased community involvement and interest in the school.

Evaluator: Paul R. Streiff Date: 5/12-13/77

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed? Sat X NI ___ UNS ___

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___

5. List performance data available (e.g., achievement)

Records of turnout for CAC meetings, elections, and community get-togethers are impressive.

6. List enrollment and completion data if available. N/A

1) In view of the large turnouts for activities within this component, it is possibly time that the parent and community participants become more demanding of their members and of other community agencies (e.g., Law and Order) in helping address the most serious problems of the school, namely, use of drugs and alcohol, attendance, and discipline. These problems have been identified repeatedly by community, staff and students. The school can do little to reduce these problems and increase student focus on education without the unified and wholehearted help and support of the entire community.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Individualized Instruction, PLAN* Curriculum

Objective: Provide an objectives-based curriculum, criterion measures, and feedback to every student.

Evaluator: Paul R. Streiff Date: 5/12-13/77

1. Current status of this objective. Sat ___ NI X Uns ___

2. Is this objective well-formed? All objectives in the PLAN* program are well-formed. There is a real need to "tailor" more objectives to meet local needs and limitations.

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___
High staff turnover affects continuity.

5. List performance data available (e.g., achievement)
Daily performance data is available for every student participating.

6. List enrollment and completion data if available.

1) Considerable sensitivity has developed over the past several years concerning this approach to individualization. Much of the sensitivity is possibly due to lack of understanding of the underlying rationale, although everyone supports the notion of "individualization". It is essential that all involved be made aware of the importance of scope and sequence and measurable objectives in curriculum development. No move to discontinue the use of the program should be allowed unless it could be replaced with a demonstrably more effective counterpart.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Administration of the Title IV Program

Objective: Train a local Indian person as administrator of Title IV and curriculum coordinator for the school.

Evaluator: Paul R. Streiff Date: 5/12-13/77

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed? Yes

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

*4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___

5. List performance data available (e.g., achievement)
Project records are comprehensive and very well organized.

6. List enrollment and completion data if available.

* 4. The local administrative intern has done an admirable job and should be able to provide fine leadership for the coming year. At this time, however, she has not been confirmed in that position for the coming year. It is essential that a decision be reached immediately in order to provide continuity in the Title IV program, referred to by the Board chairman as the "backbone" of the school.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Instructional Materials and Media Center and Services.

Objective: Development of software, etc.

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed? Yes

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___

5. List performance data available (e.g., achievement)

Available from the IMC Media specialist

6. List enrollment and completion data if available.

Services and product development data well kept.

1) An outstanding component which has provided very valuable augmentation to both school and community learning experiences. Increased staff training by the specialist for more knowledgeable utilization of the Center's services would enrich all aspects of the educational program.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Community-School Recreation Program

Objective: Help meet social and recreational community needs.

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat___ NI ___ Uns X___

* 2. Is this objective well-formed? No

3. If not, has an attempt been made to quantify the objective? Yes ___ No X

** 4. Is staffing complete and adequate for this objective? Sat ___ NI ___ Uns X

5. List performance data available (e.g., achievement)

There are no data available

6. List enrollment and completion data if available.

None available

* 2. Intended outcomes were not specified. Objectives were stated in terms of process (the director will open the gym from _____ to _____ on _____
(days of the week)

** 4. Staffing has proved to be a major problem with this component. Development of a comprehensive program requires extensive professional training and competencies on the part of the Recreation Director. That position was not filled, and the "local community assistant" was hired to design and implement the program.
It is recommended that this component be given considerable study.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Innovation and Expansion of the High School Program

Objective: Provide a "Transitional English" program.

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat___ NI X Uns ___

2. Is this objective well-formed? Yes. Use of the Precision Teaching program.

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

* 4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___

5. List performance data available (e.g., achievement)

Teacher records as called for in this program.

6. List enrollment and completion data if available. Not available.

* 4. True at the time of evaluation. In spite of favorable recommendations by the High School Principal and the Superintendent for re-hiring, the teacher was not offered a contract for the coming year.

Learning Research Associates
Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Innovation and Expansion of the High School Program

Objective: Provide an agriculture option

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed? Yes

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat X NI ___ Uns ___

5. List performance data available (e.g., achievement)

6. List enrollment and completion data if available.

More detailed records of enrollment, attendance, and performance are needed throughout the school operation.

1. This component was given top priority by students in the 1977 needs assessment. Opportunities for students to apply skills at home to advantage of themselves and their families. The component is operating very well and should develop much community interest.

Learning Research Associates

Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: In-Service Training.

Objective: Preparation for diagnostic and team teaching, individualization of instruction.

Evaluator: Paul R. Streiff **Date:** May 12-13, 1977

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed?
   Yes, in terms of staff to be involved and kinds of training to be provided.

3. If not, has an attempt been made to quantify the objective? Yes ___ No ___

4. Is staffing complete and adequate for this objective? Sat ___ NI ___ Uns ___
   Reliance on outside consultants

5. List performance data available (e.g., achievement)
   Yes. Number of staff members participating in the several training sessions.

6. List enrollment and completion data if available.
   Available from project office.

Note: As with most in-service efforts, continuing attention must be paid to the contribution each training (learning) experience is to bring to the staff in behavioral terms....that is, in terms of the teacher as a learner.

Learning Research Associates

Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Development of Cultural Instructional Objectives.

Objective: Development of TLU's on Indian culture, general and local.

Evaluator: Paul R. Streiff **Date:** May 12-13, 1977

1. **Current status of this objective.** Sat X NI ___ Uns ___

2. **Is this objective well-formed?** Yes, to a point. Objectives prepared should be reviewed toward quantification.

3. **If not, has an attempt been made to quantify the objective?** Yes ___ No ___

4. **Is staffing complete and adequate for this objective?** Sat X NI ___ Uns ___

5. **List performance data available (e.g., achievement)**
Not available at this time.
This is an outstanding component with great potential, vastly improved over previous efforts in this area.

6. **List enrollment and completion data if available.**

A three year project was planned with the first year to be devoted to "writing objectives that support cultural curriculum development goals." Year two was to be devoted to "writing learning packets for each objective in grades K, 2, 4, 6, 8, and in the third year for grades 1, 3, 5 and 7."

The evaluation revealed that the staff of the component has moved on to second year tasks after writing some 120 objectives statements.

Considerable attention should be given, however, to scope and sequence and evaluation of measurability of objectives statements that have been developed. A revised long-range plan is in order. Present and future of the Northern Cheyenne should receive more attention in light of many resources and opportunities available.

Learning Research Associates

Title IV Program Audit

Program: Northern Cheyenne Learning Program

Component: Elementary Counselor

Objective: Helping children cope with the identified *"most serious problems" directly affecting learning.

Evaluator: Paul R. Streiff Date: May 12-13, 1977

1. Current status of this objective. Sat X NI ___ Uns ___

2. Is this objective well-formed? No. Extent and nature of services required was not known at outset.

3. If not, has an attempt been made to quantify the objective? Yes ___ No X
Services are provided via referral. Quantification might be attempted in terms of community participation.

4. Is staffing complete and adequate for this objective? Sat ___ NI X Uns ___
(See attached report)

5. List performance data available (e.g., achievement)
The counselor has maintained a log of referrals.

6. List enrollment and completion data if available.

4) This program is addressing a need that has been repeatedly identified. The community is being involved and is increasingly acknowledging its role in these problems. Other agencies (BIA, Indian Health Service, Tribal Law Enforcement) are being asked to help develop a unified effort. One additional staff position should be considered, if possible. (See attached statement by the Elementary Counselor.)

* Use of drugs and alcohol, students lack of interest, attendance.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are drawn from the several instruments and information sources used in the on-site evaluation activity.

In general it can be concluded that the Title IV program at Busby School has been effectively and conscientiously administered during the past year. It can be stated further that several components of the Title IV program have really captured the essence of meeting the special educational needs of the Northern Cheyenne people. There are, of course, areas in which weaknesses were revealed, at least in the judgment of the evaluator.

Program strengths observed are:

1. Effective and conscientious administration, especially involving the administrative trainee in all aspects of decision making. This is a very valuable asset for program continuity.

2. The individualization of instruction through use of the PLAN* computer managed, objectives-based program.

3. A cultural-objectives and materials development program that shows great promise: The best thus far.

4. A consistently strong and interested Community Advisory Committee. The strength of this group can have a real impact in bringing about the unity of action between Tribal Agencies, the community, and the school essential to remediation of the most pressing social problems effecting student academic achievement.

5. A counseling program which can provide essential professional assistance to the community in combating the most critical social problems interferring with student attendance and achievement.

6. A fine beginning of a home agriculture program, given high priority by students in the 1977 needs assessment.

7. Excellent media services add to all aspects of this community controlled school as well as making many contributions to the community. Very competent, imaginative and innovative director.

Program weaknesses which may be cited are:

1. A tendency toward proliferation of components. That is, this evaluator feels that more is not always necessarily better.

2. The recreation program has several basic weaknesses, with the following most obvious:

   a. Staffing continuity

b. Specification of objectives
c. Record keeping
d. Facilities

Concerning this last item, it was not possible to locate any records for the year on such things as activities, participation, etc.

3. There is a need to offset lack of understanding of the importance of sequenced, well-formed objectives in a good education program. This lack of understanding is revealed in the staff as well as students and community. It is possible that PLAN* is more adaptable and flexible than its users.

4. Problems of several kinds in the High School (e.g., attendance and discipline, alcohol and drugs) pose the question of an appropriate supplemental program for that level. Administrators were generally positive about the Transitional English program provided this year. However, the teacher's contract has not been renewed, and continuity is in doubt.

Recommendations:

1. Assure continuity of effective administration by immediately confirming the appointment of the administrative intern as Title IV project director and curriculum coordinator for the coming year.

2. Develop a systematic "plan" for offsetting negativism toward program PLAN*. Above all, make no move to discontinue it unless a demonstrably better objectives-based program can be found to replace it. Vigorously pursue development of local objectives, especially in the culture program.

3. Consider dropping the recreation component unless qualified staff can be assured. If the component continues, take steps to assure development of explicit objectives, and systematic record keeping.

4. Review objectives, scope and sequence of the cultural curriculum development component, with outside technical assistance. Develop objectives relevant to the Northern Cheyenne culture today.

5. Clarify the status of classroom aides as part of the Title IV program. That is, explain to them the importance of working directly for the school board to the concept of local control as contained in the Title IV proposal.

6. Provide all additional support possible to the elementary counseling program (see attached statement).

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7. The Community Advisory Committee should develop as its number one mission that of unifying the Northern Cheyenne community (individuals, families, tribal government, other service agencies) toward positive social and educational goals.

8. Assist all components in the development of record keeping in terms of participation and achievement.

V. SOME ADDITIONAL OBSERVATIONS

A brief summary of the Title IV program at Busby School is in order at this point. The separate concerns of the evaluation will be mentioned individually.

Compliance

The program administration at Busby School has met all compliance requirements.

Management

Management practices have been exemplary at Busby School in the individual supplemental programs as well as the school as a whole. However, the administrative staff will not be returning, for the most part, and it is essential that the quality of management be sustained as administrative staff are replaced.

Program Objectives

The Title IV program at Busby addresses both academic goals and goals of community involvement. The basic academic program in the elementary school, the Westinghouse PLAN* has for the most part been well implemented and well received in the elementary school. There is a need to develop better understanding among teachers, students, and community of the importance of the program to effective individualization. At the same time, considerably more flexibility in development of local objectives is possible within the program than has been exercised to date. The program has been in use just long enough for negative attitudes to develop in some quarters, not necessarily without some justification. Any program will be viewed negatively by some people in some regard, however, and it may be time for a complete review by all concerned.

As for the individualization of curriculum in the high school, it has been generally agreed that the PLAN* program is too difficult for Busby High School students and has been discontinued. It appeared to the evaluator, however, that no ready solutions to curriculum for the high school are likely to be found until some of the social problems affecting motivation and attendance are resolved.

The development of cultural curriculum objectives and instructional scope and sequence are more impressive than in any previous year. The staff must continually consult with Northern Cheyenne people concerning the content to be included, especially the Northern Cheyenne culture of today. In this regard, it seems reasonable that the home agriculture program, a high priority program locally, could become closely associated with the development of cultural curriculum objectives and materials.

Greater community involvement with the school has been a major Title IV program objective as well as a goal of the School Board. Much has been accomplished in this regard. The Community Advisory Committee has grown continually and now represents the strongest united voice of the community. It is this organization more than any other which can and should lead the way to unity of support for the school and its programs. There are many needs that the school cannot possibly meet by itself.

The Staff

Finding and keeping qualified staff for all components will continue to be a task of the highest priority. The Media Components Director, for example, is very well qualified and competent. It has been difficult to find and retain competent directors for the recreation component, however. The potential for success of each component will rest heavily on the matter of staffing. Where staffing adequacy is questionable, it is suggested that a lean program approach be adopted with less components.

Local Views of the Program

The Title IV program was called "the backbone of the school" by the chairman of the School Board. Of 52 people responding on a program questionnaire, more than 90% indicated that they feel Title IV is very valuable to the community.

Individualized instruction and development of cultural curriculum objectives are seen as two major program strengths. A major need expressed is for more commitment from the community (parents) toward the academic motivation of their children.

The Community Advisory Committee continues to be viewed as an active, well-informed and committed group . Twelve in number, the committee's meetings are well planned, properly conducted and are invariably well attended.

Acknowledgements

The Administration of Busby School and the administrators and staff of the Title IV program were most cordial and helpful to the evaluator during his on-site visit. Their courtesy and assistance was greatly appreciated.

In addition, the chairperson and several members of the Community Advisory Committee, members of the School Board, and members of Busby School staff went out of their way to make my stay enjoyable. The Busby Title IV program ranks high nationally. It is hoped that some observations made in this evaluation will be helpful in maintaining that high level of performance.

TITLE IV PROGRAM

COUNSELING

MAY 17, 1977

Prepared By

Carolyn Brave Heart

TITLE IV - COUNSELING

During the 1976-77 school year the Elementary Counseling Component of the Title IV project was a new addition to the Busby School Program. The primary needs designated by the Title IV Parent Committee which were to be addressed by the elementary counselor were excessive absenteeism, alcohol and drug abuse, and low academic achievement.

Excessive absenteeism and low academic achievement of students are natural results of a high rate of chemical dependency among the adult population in any given community. Since an estimated 80% of all Busby community adults are "problem" users of alcohol, the number of children who are adversely affected by the active alcoholism of others is nearly 100%. Beyond a doubt, the epidemic proportions of the disease of alcoholism is having an increasingly devastating effect on the entire school and community here, and prevents any lasting progress in our efforts toward the academic, social, emotional or spiritual growth and well-being of our students.

Because this problem is all-pervasive and destructive, the elementary counseling program has invested a great deal of effort this year to launch a basic community adult, student, and staff chemical dependency awareness program. Particular efforts have been made to educate all staff members toward behavioral difficulties that are natural results of alcoholism within a family and to provide staff members with basic tools to cope with these behavioral difficulties. Various aspects of this program are described in quarterly reports filed with Dr. Heinicke.

Reactions to the awareness activities have produced a great demand for services in the area of chemical dependency. The needs expressed repeatedly to the elementary counselor have been:

1) Continuation of basic education classes in chemical dependency for community members.

2) Expansion of chemical dependency prevention program for students at all grade levels. This program would include:
   a. Basic education in chemical dependency for students at all grade levels.
   b. Expansion of self-awareness programs, or "growth groups"
   c. Emphasis on inter-personal communication skills (primarily verbal) at all grade levels.

3) Strong emphasis on the development of written materials, films or other curriculum materials adapted to communicate effectively to local children and adults.